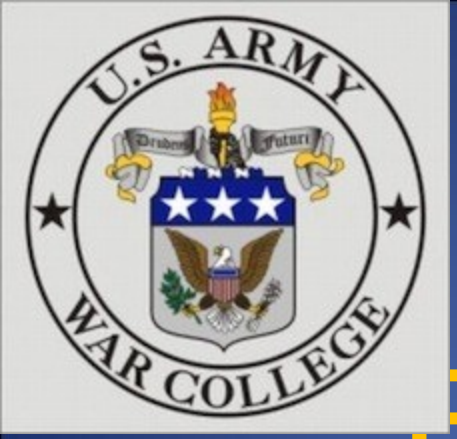

USAWC Effective Writing Seminar

Lesson Two: Analyze the Question (2)

Dr. Tom Stewart

June 2013

Do not put statements in the negative form.
And don't start sentences with a conjunction.
If you reread your work, you will find on rereading that a great deal of repetition can be avoided by rereading and editing.
Never use a long word when a diminutive one will do.
Unqualified superlatives are the worst of all.
De-accession euphemisms.
If any word is improper at the end of a sentence, a linking verb is.
Avoid trendy locutions that sound flaky.
Last, but not least, avoid clichés like the plague.
--William Safire, "Great Rules of Writing"

Effective Writing Seminar Overview

- Lesson 1—Organization
- Lesson 2—Analyze the Question
- Lesson 3—Content

Review: Organization

- INTRODUCTION
- BODY
- CONCLUSION

Review: Organization

- Thesis statement
- Supporting paragraphs w/topic sentences
- Conclusion based on information established in paper

Review: Getting Started--Drafting

- Establish a working thesis
- Gather information to support your thesis
- Write out a plan
- Outlines
- Write out a draft

» From *The Everyday Writer*, Andrea A. Lunsford

Question Analysis

- What are you being asked to do?
- Key words: analyze, classify, compare, contrast, define, describe, discuss, explain, survey
- Specific requirements: length, format, organization, deadline

Question Analysis

- What is the purpose?
- Keywords: explain, summarize, persuade, recommend, entertain, something else?

Question Analysis

1. Read the whole question twice.

2. Look for topic words.

3. Look for any words that may restrict the topic in any way.

4. Look for instruction words.

5. Rewrite the question in your own words.

--University of New England Online

Being Logical

Being Logical

LOGICAL FALLACIES

- Straw Man
- Irrelevant Appeals (Appeal to Authority, Antiquity, Tradition, Consequences, Force, Novelty, Pity, Popularity, Poverty, Wealth)
- Bandwagon
- Ad Hominem
- Slippery Slope
- Begging the Question/Circular Reasoning

Evidence

Evidence

1. Have right kind of evidence

--University of North Carolina

Evidence

1. Have right kind of evidence
2. Use it effectively

--University of North Carolina

Evidence

1. Have right kind of evidence
2. Use it effectively
3. Have an appropriate amount

--University of North Carolina

Evaluating Sources

Evaluating Sources

1. Keep clear records of sources

--*The Everyday Writer,* Lunsford

Evaluating Sources

1. Keep clear records of sources
2. Assess the usefulness of a source

--*The Everyday Writer,* Lunsford

Evaluating Sources

1. Keep clear records of sources
2. Assess the usefulness of a source
3. Evaluate electronic sources with special scrutiny

--*The Everyday Writer,* Lunsford

Evaluating Sources

1. Keep clear records of sources
2. Assess the usefulness of a source
3. Evaluate electronic sources with special scrutiny
4. Read critically, and synthesize data

--*The Everyday Writer,* Lunsford

Evaluating Sources

1. Keep clear records of sources
2. Assess the usefulness of a source
3. Evaluate electronic sources with special scrutiny
4. Read critically, and synthesize data
5. Take notes: quote, paraphrase, summarize

--*The Everyday Writer,* Lunsford

Evaluating Sources

1. Keep clear records of sources
2. Assess the usefulness of a source
3. Evaluate electronic sources with special scrutiny
4. Read critically, and synthesize data
5. Take notes: quote, paraphrase, summarize
6. Recognize plagiarism, and acknowledge sources

--*The Everyday Writer,* Lunsford

Managing Information

- Annotation

Managing Information

– carries (eg Hb)

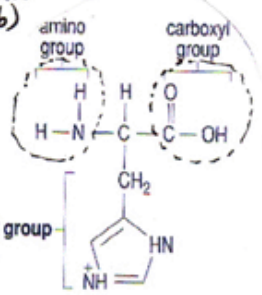

Figure 3.12 Structure of the amino acid histidine.

αα

Chemically proteins are polymers made from the elements carbon, hydrogen, oxygen and nitrogen. The building blocks are called amino acids, and there are 20 different amino acids, of which eight are essential; these are another example of an essential nutrient. All the amino acids have a standard type of molecular structure; they contain a carboxyl (COOH) group, an amino (NH_2) group and a side chain or R group, which differs for each amino acid (Figure 3.12). The structure of the R group is crucial because it determines the shape and chemical properties of the amino acid. Table 3.8 shows the 20 amino acids found in proteins. You do not need to learn the amino acid structures but do notice the differences between the amino acids because this is what gives each amino acid its own specific nature.

- What differences do you notice between the R groups of the amino acids?
- The R groups differ in shape, size and charge.

STRUCTURE

- polymers (repeat units)
- αα building blocks
- 20 sorts αα
  8/20 = essential (needed in diet)

Histidine, tyrosine and cysteine are not essential amino acids, but they can only be synthesized from particular essential amino acids. The rest of the non-essential amino acids can be made from a variety of essential amino acids, and by interconversion among themselves. Arginine is made only in small amounts and so must also be included in the diet for young children.

A protein is a polymer of amino acids. The amino acids join together in a chemical reaction, as illustrated in Figure 3.13 where glycine and alanine are linked together to form a dipeptide. The name of the chemical bond between the amino acids is a **peptide bond.**

- αα structure
  - all have –COOH ("C")
  - $-NH_2$ ("N")
  - "R" side chain (20 × R)

- From Figure 3.13 decide whether the peptide bond is an example of ionic or covalent bonding.
- A peptide bond is a covalent bond (Chapter 2).
- The reaction to join two amino acids together is known as a condensation reaction. If you look at Figure 3.13 can you suggest why this is so?

- Chain formation
  - condensation reaction
  - "C" & "N" ends

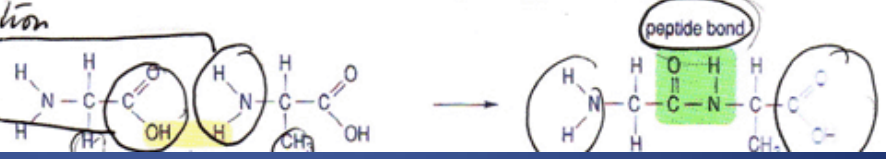

Figure 3.13 How two amino acids join together to form a

Managing Information

- Annotation
- Note cards

Managing Information

Number of card. (1A*)

Heading: subject of note and context of information

(EX: Deer population--problems with overpopulation in cities)

Write your one note here. If it is a direct quotation, use quotation marks to show that it is. Be sure you only have one note, one main idea, one quote, one summary, or one paraphrase per card. Use elipses (. . .) if you are leaving part of the quote out.

(p. 112) page number of information in book, magazine, etc.

Managing Information

- Annotation
- Note cards
- Database

Managing Information

- Annotation
- Note cards
- Database
- File folder

The War College Style

The War College Style

- Communicative Arts Directive

The War College Style

- Communicative Arts Directive
  - Model Papers in Appendix D and E

The War College Style

Exercise: Examples of Student Papers from Actual Assignments

The War College Style

Revising and Editing Sentence Combining

Techniques for Sentence Combining

Relative Clauses

1. The Cro-Magnons developed a spear-throwing device. The spear-throwing device improved the range of their weapons by thirty yards.
2. The Cro-Magnons developed a spear-throwing device which improved the range of their weapons by thirty yards.

– From *The Writer's Options* (Morenberg/ Sommers)

Revising and Editing

Sentence Combining

Revising and Editing

Exercise 1-Sentence Combining

1. Jackie Robinson became the first African-American to play major-league baseball. This happened in 1947.
2. Robinson faced severe racial prejudice. The prejudice was from fans. The prejudice was from players. This happened during that first season.

– From *The Writer's Options* (Morenberg/ Sommers)

Revising and Editing Sentence Combining

Techniques for Sentence Combining

Participles

1. The old heavyweight proved an easy knockout victim. He was dazed. He was reeling.
2. The old heavyweight, dazed and reeling, proved an easy knockout victim.

– From *The Writer's Options* (Morenberg/ Sommers)

Revising and Editing Sentence Combining

Techniques for Sentence Combining

Appositives

1. Many Asian merchants still add by moving beads on an abacus. An abacus is an ancient Chinese calculating machine.
2. Many Asian merchants still add by moving beads on an abacus, an ancient Chinese calculating machine.

– From *The Writer's Options* (Morenberg/ Sommers)

Revising and Editing Sentence Combining

Techniques for Sentence Combining

Absolutes

1. Maria was sitting at her desk. Her head was slightly lowered over a pile of chemistry notes.
2. Maria was sitting at her desk, her head slightly lowered over a pile of chemistry notes.

– From *The Writer's Options* (Morenberg/ Sommers)

Revising and Editing Sentence Combining

Techniques for Sentence Combining

Prepositional Phrases

1. The pizza chef spun the fresh dough high into the air. The pizza chef did this with a flick of her wrist.
2. With a flick of her wrist, the pizza chef spun the fresh dough high into the air.

Infinitive Phrases

1. The desperate accountant embezzled thousands from her company. She did this so she could pay her gambling debts.
2. To pay her gambling debts, the desperate accountant embezzled thousands from her company.

- From *The Writer's Options* (Morenberg/ Sommers)

Revising and Editing Sentence Combining

Techniques for Sentence Combining

Coordination

1. Some species of whale are nearing extinction. Many countries refuse to accept even a partial ban on whale hunting.
2. Some species of whale are nearing extinction, but many countries refuse to accept even a partial ban on whale hunting.

Subordination

1. Some species of whale are nearing extinction. Many countries refuse to accept even a partial ban on whale hunting.
2. Although some species of whales are nearing extinction, many countries refuse to accept even a partial ban on whale hunting.
3. Because many countries refuse to accept even a partial ban on whale hunting, some species of whales are nearing extinction.

– From *The Writer's Options* (Morenberg/ Sommers)

Revising and Editing Sentence Combining

Techniques for Sentence Combining

Noun Substitutes

GERUND -ing

1. You could deposit nuclear waste in space. This would be one way to solve a difficult dilemma.
2. Depositing nuclear waste in space would be one way to solve a difficult dilemma.

INFINITIVE -to

1. Some people blame all social problems on moral decay. That is a gross oversimplification.
2. To blame all social problems on moral decay is a gross oversimplification.

– From *The Writer's Options* (Morenberg/ Sommers)

Sentence Combining

Exercise

Different as they were.

They were different in background.

They were different in personality.

They were different in underlying aspiration.

These two great soldiers had much in common.

Sentence Combining

1. **Meaning-** As far as you can determine, have you conveyed the idea intended by the original author?
2. **Clarity-** Is the sentence clear? Can it be understood on the first reading?
3. **Coherence-** Do the various parts of the sentence fit together logically and smoothly?
4. **Emphasis.-** Are key words and phrases put in emphatic positions (usually at the very end or at the very beginning of the sentence)?
5. **Conciseness.-** Does the sentence clearly express an idea without wasting words?
6. **Rhythm.-** Does the sentence flow, or is it marked by awkward interruptions? Do the interruptions help to emphasize key points (an effective technique), or do they merely distract (an ineffective technique)?

Your Work